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ABSTRACT

Developed to assist Nevada's local education agencies and state operated programs to comply with state and federal special education legislation and to evaluate their programs for improvement, the Monitoring Administrative Procedures (MAP) is presented. The MAP process is explained to emphasize ongoing self evaluation and includes a MAP visit, interim report, final report, and negotiated action plan. The bulk of the document is composed of forms, including two checklists (district policy checklist and pupil record checklist), six structured interview forms, and nine summary forms. (CL)

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Bureau of Education for the Handicapped
U. S. Office of Education
Department of Health, Education and Welfare

MONITORING ADMINISTRATIVE PROCEDURES FOR SPECIAL EDUCATION PROGRAMS IN NEVADA

MAP

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The Philosophy of Monitoring Administrative Procedures (MAP) for Special Education Programs in Nevada

Most educators--whether in the classroom, the principal's office, the district office, the state department or the federal government--are interested in quality educational programs for students in the public schools. Both state and federal laws require the state education agency to monitor local programs for handicapped children and youth.* In order to assist local agencies in improving the quality of such programs, the Division of Special Education, Nevada Department of Education, has developed MAP (Monitoring Administrative Procedures). MAP provides the monitoring vehicle for structured on-site administrative review of Local Education Agencies and State Operated Programs by the Nevada Department of Education. More importantly, MAP also provides a structured method for Local Education Agencies and State Operated Programs to conduct ongoing self-evaluation, not only to ensure compliance with the laws, but also to identify areas where additional efforts are needed to improve the quality of programs and services for the handicapped.

The Division of Special Education, in cooperation with the Southwest Regional Resource Center, developed MAP to assist Local Education Agencies and State Operated Programs to respond appropriately to the laws and to provide a mechanism for self-improvement. MAP structures the evaluation of local procedures at three levels:

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*The Rules and Regulations for Public Law 94-142 mandate that each state education agency assure the federal government that requirements of the law are fulfilled (Secs. 121a.600-602). The Nevada Department of Education is charged with the responsibility of overseeing the administration of educational programs for handicapped minors. In an effort to verify the implementation of these programs and to gain data about their functioning, this monitoring procedure (MAP) has been developed in accordance with Nevada Revised Statute 388.520#3 and related school law. Nevada Revised Statute 388.520#3 states, "No apportionment of state funds shall be made by the Superintendent of Public Instruction to any school district for the instruction of handicapped minors until the program of instruction maintained therein for such handicapped minors is approved by the State Department of Education as meeting the prescribed minimum standards." The State Standards for the Administration of Special Education Programs, Nevada Department of Education, is the vehicle for implementing the provisions of special education in Nevada. Compliance with state and federal rules is essential for receiving program funding.

a) incorporation of the procedures into policies;
b) dissemination of the procedures to staff and parents; and
c) implementation of the procedures on behalf of individual children.

These three levels are monitored through structured interviews with key program personnel and parents, and through structured analyses of policies and pupil records.

The Local Education Agencies and State Operated Programs can utilize MAP forms and procedures to conduct self-evaluation, to strengthen identified areas, and to develop plans and commit resources based on objective information. The information obtained through self-monitoring, combined with the information for the on-site visit by the state staff, can ensure that each Local Education Agency or State Operated Program has in place and is implementing policies and procedures that lead to the provision of a free, appropriate, public education for all handicapped students in Nevada.

MAP was designed for Nevada based on monitoring procedures used in a number of states.

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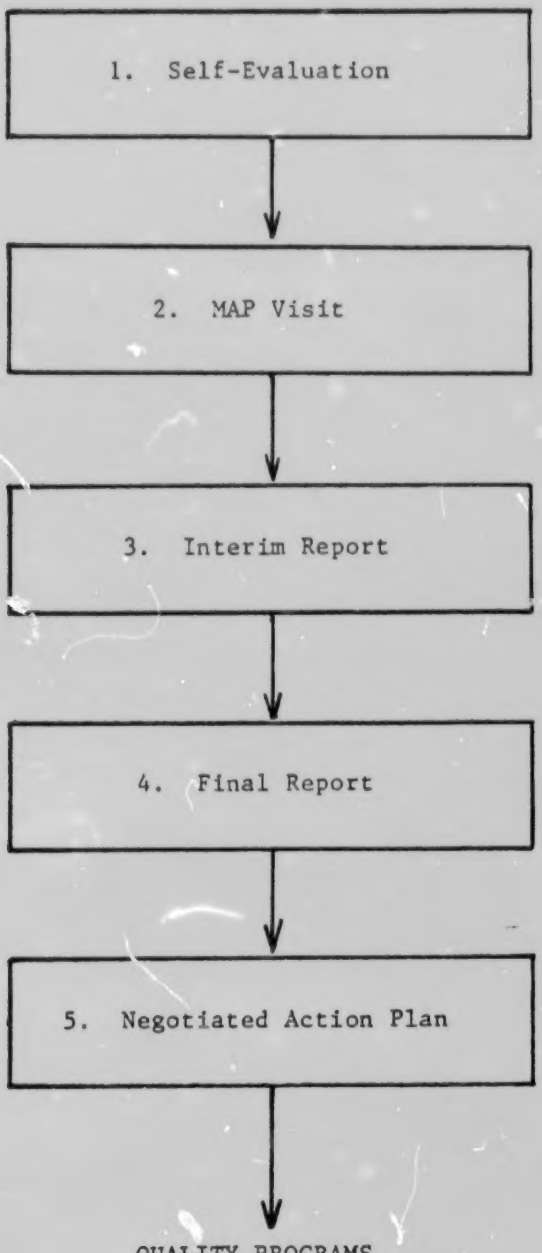
MAP Process Flowchart



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EXPLANATION OF THE MAP PROCESS

1. Ongoing Self-Evaluation

MAP is designed to enable LEAs/SOPs* to perform formative evaluation of procedures in terms of their incorporation into policies (District Policies Checklist, Appendix A) and their dissemination and implementation (Pupil Record Checklist in Appendix A and Structured Interview Forms in Appendix B). Data from this formative evaluation then can be compiled into the MAP Summary Forms (Appendix C). If an LEA/SOP desired the most complete feedback possible from the MAP system regarding compliance of programs, a report could be written regarding the self-evaluation (using the format in Appendix D), and an Action Plan (Appendix E) could be developed to improve programs serving handicapped students before the on-site MAP monitoring visit. LEAs/SOPs are encouraged to perform this formative evaluation on an ongoing basis, even though the on-site MAP monitoring visit will occur only once a year.

2. The MAP Visit

The LEA/SOP will be notified regarding the number and types of individuals who will be interviewed along with a schedule regarding when the MAP Team will review LEA/SOP policies and student records. The following schedule will be followed:

a. Meeting with Superintendent and other LEA/SOP representatives.

b. Logistics: Policies, records, schools, and professionals are identified for analysis and interviews.

c. Document analysis: policies and pupil records are reviewed (using the District Policy Checklist and the Pupil Record Checklist in Appendix A).

d. Validation interviews: structured interviews (using the forms in Appendix B) are conducted with LEA/SOP personnel and parents.

e. State staff reviews data.

f. Exit interview: findings are shared with LEA/SOP personnel.

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*LEA is local educational agency
SOP is state operated program

3. Interim Report

Analysis of Data: State staff then will compile the data and, using the summary forms (Appendix C), will collapse the data into the following categories: public awareness, identification, evaluation, individualized education program, placement, reevaluation, out-of-school placement, confidentiality, due process, and other requirements. This process will be completed and will result in the interim report.

The Report: Using the summary data, state staff will write an interim report using the format in Appendix D. This report will be shared with the LEA/SOP for comment.

Negotiation: In the interval following receipt of the information in the interim report, the LEA/SOP will be given the opportunity to interact with the state staff regarding the content of the interim report. This input will be evaluated and will be considered for inclusion when the final report is assembled.

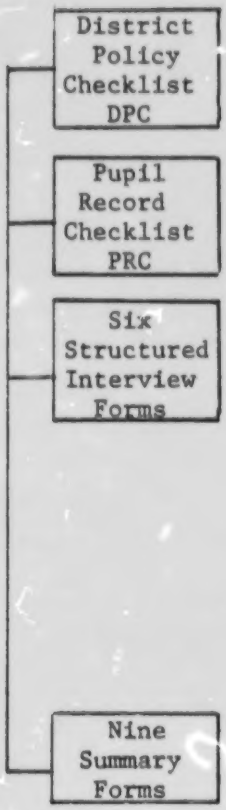
4. Final Report

The state staff will prepare the final report of the MAP visit, using the format in Appendix D. This report will contain recommended strategies for remediation of noncompliance. The Final Report will be sent to the LEA/SOP after the interim report negotiation phase.

5. Negotiated Action Plan

After the Final Report is received by the LEA/SOP, an Action Plan (Appendix E) will be negotiated by the LEA/SOP and the state, specifying strategies and timelines, including technical assistance, if needed, for remediation of areas of noncompliance. Follow-up visits will be scheduled as mutually determined by the LEA/SOP and the state to determine progress.

Rationale for the MAP Forms



Verifies that the LEA/SOP has established the required policies and procedures for special education

Verifies, through review of pupil records, that correct procedures are in place for individual children

Verify, through personal interviews, that LEA/SOP policies and procedures are understood and are implemented

1. SEAd = Special Education Administrator
2. DP = Diagnostic Personnel
3. Pr = Principal
4. SET = Special Education Teacher
5. RCT = Regular Classroom Teacher
6. Pa = Parent

Compile data from the above three information sources according to subject matter.

1. PA = Public Awareness
2. I/E = Identification/Evaluation
3. IEP = Individualized Education Program
4. Pl = Placement
5. Re = Reevaluation
6. OSP = Out-of-School Placement
7. C = Confidentiality
8. Due = Due Process
9. OR = Other Requirements

APPENDIX A

DOCUMENT CHECKLISTS

Code	Title
DPC	District Policy Checklist
PRC	Pupil Record Checklist

Note: Data from these forms are keyed to questions on Summary Forms in Appendix C.

DISTRICT POLICY CHECKLIST

LEA/SOP_____ Date_____

MAP Team Member_____

Note: This checklist and all other MAP forms can be utilized by the LEA/SOP for ongoing self-evaluation. These same forms will be used by the state education agency for monitoring each LEA/SOP and selected schools.

	PUBLIC AWARENESS	Verified	Not Verified
PA-1	1. Review documentation of efforts to create public awareness of special education opportunities. Comments:	____	____
PA-2	2. Verify that there is a public awareness system which includes procedures for locating, identifying, and referring handicapped children (0-21) who are not in school or who do not have access to a special education program. Comments:	____	____
PA-3	3. Verify that the public awareness system includes a procedure for making an appropriate program available to identified, school-aged handicapped children. Comments:	____	____
PA-7	4. Verify that information regarding the rights of handicapped children is in a language and in phrases which will be understandable regardless of ethnic, linguistic, or cultural background. Comments:	____	____

	IDENTIFICATION/EVALUATION	Verified	Not Verified
I/E-1 I/E-9	5. Review the written procedures which were disseminated to school personnel for identifying exceptional children. Comments:	___	___
I/E-2	6. Verify that there is a plan to adhere to the timeline requirement for the free, appropriate, public education for all handicapped children. Comments:	___	___
I/E-11	7. Verify that the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior (Special note: for students suspected of having a specific learning disability, classroom observation and a written report must also be included). Comments:	___	___
I/E-14	8. Verify that appropriate diagnostic personnel for special education programs are provided. Comments:	___	___
I/E-15	9. Verify that there is a policy ensuring that all evaluations are conducted by appropriately designated, certificated or licensed personnel. Comments:	___	___

		Verified	Not Verified
I/E-17	10. Verify that there is a policy regarding nonbiased assessment. Comments:	____	____
I/E-12	11. Verify that there is a policy regarding a multidisciplinary approach to assessment. Comments:	____	____
I/E-19	12. Verify that there is a policy for identifying children according to State Standards for the Administration of Special Education Programs. Comments:	____	____
	INDIVIDUALIZED EDUCATION PROGRAM		
IEP-1	13. Verify that there is a policy stressing necessity of having an IEP for each served child. Comments:	____	____
IEP-2	14. Verify that there is a policy regarding the composition of the IEP team. Comments:	____	____
IEP-4	15. Verify that the IEP format includes all required components. Comments:	____	____
IEP-5	16. Verify that the IEP format includes a list of individuals responsible for implementation of the IEP. Comments:	____	____

		Verified	Not Verified
IEP-7	17. Verify that there is a policy regarding parental participation in IEP process. Comments:	___	___
IEP-9	18. Verify that parents or guardians are informed of their rights at the IEP conference. Comments:	___	___
IEP-10	19. Verify that there is assurance of parental understanding of the proceedings of the IEP meeting, including procedures for arrangement of an interpreter for parents who are deaf or whose language is other than English. Comments:	___	___
IEP-11	20. Verify that there is a policy regarding documentation of attempts to arrange with parents a mutually agreed upon time and place for IEP meetings. Comments:	___	___
IEP-13	21. Verify that there are procedures regarding alternative methods to involve parents in IEP development who cannot attend the meetings. Comments:	___	___
IEP-16	22. Verify that there are procedures for development of IEPs which are in compliance with state and federal regulations. Comments:	___	___

	PLACEMENT	Verified	Not Verified
P1-1	23. Verify that students are placed in programs based on assessed needs and not solely on available placement options. Comments:	___	___
P1-7 P1-12	24. Verify that the district is ensuring provision of all needed special education and related services to every handicapped child at no cost to parents. Comments:	___	___
	REEVALUATION		
Re-1	25. Verify that review for placement and IEP occurs at least once a year. Comments:	___	___
Re-5	26. Verify that there is a policy for reevaluation for eligibility at least once every three years. Comments:	___	___
	OUT-OF-SCHOOL PLACEMENT		
OSP-1	27. Verify that the LEA maintains ultimate responsibility for delivery of service. Comments:	___	___

		Verified	Not Verified
OSP-3 OSP-4	28. Verify that procedures are established for involvement of LEA and private school/SOP personnel in the placement, IEP, review of placement and return of students to public school programs, for children placed in private schools or SOPs. Comments:	___	___
OSP-5	29. Verify that there is a policy related to identification and service to handicapped students placed by their parents in private schools. Comments:	___	___
	CONFIDENTIALITY		
C-1	30. Verify that there are policies and procedures concerning confidentiality and access to student records. Comments:	___	___
C-3	31. Verify that parents of a handicapped child are given an opportunity to examine all records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child. Comments:	___	___
C-4	32. Verify that the confidentiality of information is protected at collection, storage, disclosure, and destruction stages. Comments:	___	___

		Verified	Not Verified
C-5	33. Verify that one official at the district is responsible for insuring the confidentiality of any personally identifiable information. Comments:	____	____
C-6	34. Verify that parental consent is obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information. Comments:	____	____
C-7	35. Verify a record is kept of parties obtaining access to information collected, maintained, or used (except access by parents and authorized employees of the district), including the name of the party, the date access was given, and the purpose for which the party was authorized to use the information. Comments:	____	____
C-8	36. Verify that the district maintains for public inspection a current listing of the names of those employees within the agency who may have access to personally identifiable information. Comments:	____	____
C-9	37. Verify that persons collecting or using personally identifiable information have received training or instruction regarding the state's policies and procedures. Comments:	____	____

		Verified	Not Verified
C-10	38. Verify that all personally identifiable information collected, maintained, or used is destroyed after the information is no longer needed to provide educational services to the child excepting a permanent record of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed. Comments:	___	___
C-11	39. Verify that reasonable efforts are made to notify parents that they have the right to a copy of any information which has been collected, maintained, or used before destruction of data. Comments:	___	___
	DUE PROCESS		
Due-1	40. Verify that the procedures concerning due process are established. Comments:	___	___
Due-3	41. Verify that written notice is given to the parents of a handicapped child a reasonable time before the local education agency: (1) proposes to initiate or change the identification, evaluation, or educational placement of the child or the free appropriate public education provided to the child; (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the free appropriate publice education provided to the child. Comments:	___	___

		Verified	Not Verified
Due-4	42. Verify that the notice sent to parents includes:		
	a. A full explanation of all of the procedural safeguards available to the parents, including procedures concerning impartial due process hearings.	___	___
	b. A description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered, and the reasons why those options were rejected.	___	___
	c. A description of each evaluation procedure, test, record, or report the agency uses as a basis for the proposal or refusal.	___	___
	d. A description of any other factors which are relevant to the agency's proposal or refusal.	___	___
	Comments:		
Due-5	43. Verify that the notice is written in language understandable to the general public.	___	___
	Comments:		
Due-7	44. Verify that the policies and procedures concerning impartial due process hearings have been established.	___	___
	Comments:		

		Verified	Not Verified
Due-8	45. If there was a due process hearing, verify that the hearing officer was not:		
	a. An employee of the state or district involved in the education or care of the child;	___	___
	b. A person having a personal or professional interest which would conflict with his/her objectivity in the hearings.	___	___
	Comments:		
Due-9	46. Verify that during the pendancy of any administrative or judicial proceeding regarding a complaint, unless the district and the parents of the child agreed otherwise, the child remained in his/her present educational placement.	___	___
	Comments:		
Due-10	47. Verify that with the consent of the parents, the child was placed in the public school program until the completion of all of the proceedings if the complaint involved an application for initial admission to public school.	___	___
	Comments:		
Due-11	48. Verify that there are procedures related to encouragement of parent involvement in special education.	___	___
	Comments:		

	OTHER REQUIREMENTS	Verified	Not Verified
OR-1	49. Verify that the prevalence percentages for each area of handicapping condition approximates expected national averages. Comments:	___	___
OR-2	50. Verify allowable pupil/teacher ratios for provision of special education services. Comments:	___	___
OR-4	51. Verify that personnel employed in teaching of handicapped are properly certificated according to conditions outlined in the State Standards for the Administration of Special Education Programs and Teacher Certification Requirements. Comments:	___	___
OR-5	52. Verify that a current Annual Program Plan is on file in the district and the State Department of Education office. Comments:	___	___
OR-6	53. Verify that there is a policy to ensure utilization of special education programs in accordance with their legal, intended purpose. Comments:	___	___

		Verified	Not Verified
OR-7	54. Verify that all special education programs operated by the LEA are reported to the Division of Special Education at the beginning of the school year. Comments:	____	____
OR-7	55. Verify that, upon establishing or cancelling a program, the LEA immediately reports this information to the Division of Special Education. Comments:	____	____
OR-7	56. Verify that information relative to changes in the status of a program is communicated immediately to the Division of Special Education. Comments:	____	____
OR-8	57. Verify that a written system is in place to implement the Comprehensive Personnel Development Plan of the Nevada Department of Education, Division of Special Education. Comments:	____	____

PUPIL RECORD CHECKLIST

PRC

LEA/SOP _____ Date _____

MAP Team Member _____

N/A = Not Applicable

Note: This checklist and all other MAP forms can be utilized by the district and school/SOP for ongoing self-evaluation. These same forms will be used by the state education agency for monitoring each LEA/SOP and selected schools.

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
I/E-25	1. Are the proper identification procedures utilized, the dates and the results documented in the child's folder?												
I/E-26	2. Is the primary language of the home and child noted on the pupil record?												
I/E-27 Due-6	3. Is there evidence that all communication is in the primary language of the home?												
I/E-29	4. Was informed written consent of the parent or guardian obtained prior to the evaluation?												
I/E-15	5. Were all evaluations conducted by appropriately designated, certified or licensed personnel?												

PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
I/E-22	6. Were the following evaluation procedures used for children whose primary language is other than English?												
	a. an evaluator fluent in child's primary language and English												
	b. an interpreter												
	c. test instruments which do not stress spoken language and are valid and reliable performance measures												
I/E-18	7. Which of the following persons were included in the child study/evaluation team conference?												
	a. school principal												
	b. person responsible for conducting special education courses												
	c. child's teacher												
	d. qualified/certificated evaluation personnel												
	e. someone qualified to teach a child of that age												
	f. for a child suspected of having a specific learning disability, a regular classroom teacher												
	g. somone knowledgeable in the area of the suspected handicap												
	h. parent or guardian												
	i. child												
I/E-28	8. Is there evidence the parents were notified prior to identification or evaluation?												

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PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
IEP-2	9. Which of the following persons were included in the IEP development meeting?												
	a. representative of the school district												
	b. the child's teacher												
	c. one or both parents												
	d. the child												
	e. someone knowledgeable in the area of suspected disability, when appropriate												
	f. someone capable of interpreting diagnostic data (included when appropriate)												
IEP-8	10. Is there evidence the parents were notified prior to any IEP conference?												
IEP-9	11. Did the parents indicate, by signature on a form which is in English and the primary language of the home, understanding of the placement, and parental rights?												
IEP-10	12. Is there documentation of actions to insure parental understanding of the proceedings of the IEP meeting?												
IEP-11	13. Is there documentation of attempts to arrange a mutually agreed upon time and place for the IEP meeting?												

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PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
IEP-12	14. Was written indication obtained when the parents did not wish to participate in the IEP meeting?												
IEP-13	15. Is there evidence of alternative methods to involve parents in IEP development when they cannot attend the meetings?												
IEP-1	16. Is a current IEP in place?												
IEP-4 IEP-5	17. Are the following components included in the IEP?												
	a. present levels of educational performance												
	b. annual goals												
	c. short term instructional objectives												
	d. special education services to be provided												
	e. related services to be provided												
	f. extent of participation in the regular program												
	g. projected date for initiation and duration of services												
	h. evaluation procedures												
	i. date(s) for IEP review (at least annually)												
	j. persons responsible for implementation of IEP												

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PRC

		Folder No.											
		Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
IEP-15	18. Was the IEP developed based on identified needs and evaluation results?												
P1-11	19. Was written consent of the parent or guardian obtained prior to initial and/or continued placement?												
Re-1	20. Was there a review of placement and IEP at least once in the last 12 months?												
Re-5	21. Has there been a reevaluation for eligibility at least once every three years?												
Re-6	22. Was there a formal review, using the IEP, prior to continuation or change in special education placement?												
Re-7	23. Was there a complete review of the child's educational status prior to termination of special education program?												
IEP-16	24. Are procedures documented for development, implementation, and review of the IEP in compliance with state and federal regulations?												

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APPENDIX B

STRUCTURED INTERVIEW FORMS

Code	Title
SEAd	Special Education Administrator Interview Form
DP	Diagnostic Personnel Interview Form
Pr	Principal Interview Form
SET	Special Education Teacher Interview Form
RCT	Regular Classroom Teacher Interview Form
Pa	Parent Interview Form

Note: Data from these forms are keyed to questions on Summary Forms in Appendix C.

SPECIAL EDUCATION ADMINISTRATOR INTERVIEW FORM

Name_____ Date_____

LEA/SOP_____ MAP Team Member_____

	IDENTIFICATION/EVALUATION
I/E-1	1. What are the identification procedures established by the LEA/SOP?
I/E-3	2. Have the identification procedures been disseminated to the staff? ___Yes ___No
I/E-6	3. How can parents and students request a referral for evaluation?
I/E-10	4. Does your LEA/SOP perform vision and hearing screening? ___Yes ___No If not, who provides it?
I/E-11	5. Do the identification procedures include academic progress, visual, hearing, communication, behavioral, psychomotor problems, and adaptive behavior? (Special note: for students suspected of having a specific learning disability, classroom observation and a written report must also be included.) ___Yes ___No
I/E-15	6. Are all evaluations conducted by appropriately designated, certificated or licensed personnel? ___Yes ___No
I/E-16	7. What process is used in your LEA/SOP for review and approval of educational and psychological evaluations conducted by professionals outside the educational system?

I/E-18	8. Who is responsible for determining eligibility for special education placement?
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-2	9. Do you attend the IEP team meeting? ___Yes ___No How are you involved?
IEP-7	10. What has the LEA/SOP developed to assure that parents are afforded the opportunity to participate in the IEP meeting?
IEP-10	11. What action is taken to insure that the parent understands the proceedings of the meeting?
IEP-11	12. What documentation is maintained of the attempts to arrange a mutually agreed upon time and place for the IEP meeting?
IEP-13	13. What provisions are made to insure parent participation if they cannot attend the IEP meeting?
IEP-6	14. At the IEP meeting, what consideration is given to any potentially harmful effects on the child or on the quality of service which he or she needs as a result of special education placement?
IEP-15	15. Are evaluation results used in developing the child's individualized education program and are the child's special educational needs met without regard to availability of programs and services?

PLACEMENT

P1-7 16. Are all needed special education and related services being provided to all handicapped children at no cost to parents? ___Yes ___No

P1-1 17. What placement options are available for special education students?

a. regular classes_____
b. supplementary services_____
c. special classes_____
d. special schools_____
e. home instruction_____
f. hospitals and institutions_____
g. other (list)_____

P1-2 18. Are provisions made for all of the alternative placements identified in the IEPs? ___Yes ___No

P1-3 19. How do you assure that children are educated in the regular classroom unless the severity of the handicap would make it unsatisfactory?

P1-4 20. Are students in special education housed in separate school facilities? (Are students in special education arbitrarily segregated?) ___Yes ___No

P1-4 21. Are the special education facilities and services comparable to regular education facilities and services in the LEA/SOP? ___Yes ___No

P1-6 22. Are children educated in the school which they would attend if not handicapped unless otherwise stated in the IEP? ___Yes ___No

P1-8 23. What steps are taken to assure that handicapped children have available to them the variety of programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education, nonacademic, and extracurricular services and activities, etc.?

P1-9 24. Is physical education made avialable to every handicapped child in your LEA/SOP? ___Yes ___No ___N/A

P1-1- 25. If children are unable to participate in the regular program, are steps taken to insure that physical education provided to the child is comparable to services provided to nonhandicapped children? ___Yes ___No

P1-12	26. Do you know of any handicapped children who are not being served? ___Yes ___No
	REEVALUATION
Re-2	27. What procedures are used in your LEA/SOP for review of placement and IEPs?
Re-5	28. How often does reevaluation for eligibility occur?
Re-7	29. Are evaluations conducted before transfer of a child from a special education program to full-time regular class placement? ___Yes ___No If yes, what types of evaluations?
	OUT OF SCHOOL PLACEMENT
OSP-2	30. Do you have procedures for reviewing the educational progress of students for whom your LEA contracted for placement in a private school program? ___Yes ___No SOP? ___Yes ___No
OSP-3	31. Are LEA personnel and private school/SOP personnel included in decisions for placement, review of placement and IEP, for children served in private school programs? ___Yes ___No SOP? ___Yes ___No
OSP-4	32. Do you have procedures for returning private-school-served/SOP children to the public school program? ___Yes ___No
OSP-5	33. Does the LEA have a policy related to identification and services to handicapped students placed by their parents in private schools? ___Yes ___No
	CONFIDENTIALITY
C-2	34. Does the LEA/SOP have a policy relating to confidentiality? ___Yes ___No What is it?

	DUE PROCESS
Due-2	35. Does the LEA/SOP have a policy relating to due process? ___Yes ___No What is it?
Due-11	36. How does your LEA/SOP encourage parent involvement in the special education program?
	OTHER REQUIREMENTS
OR-2	37. What pupil-teacher ratios were established by your LEA/SOP?
OR-6	38. What procedures are used to ensure that special education programs are utilized in accordance with their legal, intended purpose?
OR-7	39. What procedures do you use to report additions, cancellations, and changes in status of special education programs to the state?
OR-8	40. Have you been provided with training opportunities directed toward helping you include/accommodate handicapped children in your program? ___Yes ___No Examples?
	What inservice needs do you (or your LEA/SOP) have?

GENERAL

41. What are the strengths of the special education program in your LEA/SOP?

42. What suggestions do you have for improvement of the special education program?

DIAGNOSTIC PERSONNEL INTERVIEW FORM

Name_____ Date_____

LEA/SOP_____ School(s)_____

MAP Team Member_____

	PUBLIC AWARENESS
PA-4	1. Describe the special education services in your LEA/SOP.
	IDENTIFICATION/EVALUATION
I/E-4	2. Describe the identification procedures established by the LEA/SOP.
I/E-3	3. Did you receive a written copy of the LEA/SOP identification process? ___Yes ___No
I/E-5	4. Describe the LEA referral system.
I/E-7	5. Are you notified regarding the status or progress of your referrals? ___Yes ___No
I/E-8	6. Is the LEA referral system usable? ___Yes ___No If not, what changes would you recommend?
I/E-11	7. Do the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior? (Special note: for students suspected of having a specific learning disability, classroom observation and a written report must also be included.) ___Yes ___No

I/E-13
I/E-23

8. Who prepares the evaluation reports and/or interprets them for:

   a. medical findings_____
   b. educational history_____
   c. developmental history_____
   d. adaptive behavior_____
   e. psychological findings (psychometrics)_____
      (and for learning disabled:)
   f. classroom observations_____
   g. written report_____
   h. Are the required areas addressed in the report?
      ___Yes ___No

I/E-15

9. Are all evaluations conducted by appropriately designated, certificated or licensed personnel?
   ___Yes ___No

I/E-16

10. Describe the LEA/SOP review and approval process for educational and psychological evaluations conducted by professionals outside the educational system.

I/E-24

11. How are you informed of the results of other evaluations conducted on the child?

I/E-21

12. Are procedures modified when testing the aptitude and achievement level of children with impaired sensory, manual, or speaking skills, or cultural differences?
    ___Yes ___No How?

I/E-17

13. Are appropriate assessment materials available to ensure nonbiased assessment? ___Yes ___No

I/E-20

14. Are available tests and other evaluative materials validated and recommended by the producer for the specific purpose for which they are used? (nonbiased assessment procedure) __Yes ___No

I/E-18

15. How is eligibility for special education placement determined?

I/E-12	16. Are you included in the evaluation process? ___Yes ___No
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	17. What procedures are used in your LEA/SOP for developing, implementing, and reviewing the IEP?
IEP-2	18. Are you included in IEP team meetings? ___Yes ___No
IEP-3	19. Did you have an opportunity to express your opinion about the proposed placement? ___Yes ___No
IEP-15	20. How are the evaluation results used in developing the child's individual educational program?
	PLACEMENT
P1-5	21. Are the facilities for diagnostic personnel adequate? ___Yes ___No If not, give recommendations for changes.
P1-7	22. Are all needed special education and related services provided for special education students at no cost to parents? ___Yes ___No If not, what would you recommend?
P1-12	23. Do you know of any handicapped children who are not being served? ___Yes ___No
	REEVALUATION
Re-2	24. What procedures are used in your LEA/SOP for review of placement and IEP?
Re-5	25. How often does reevaluation for eligibility occur?

	CONFIDENTIALITY
C-2	26. What is the LEA/SOP policy relating to confidentiality?
	DUE PROCESS
Due-2	27. What is the LEA/SOP policy relating to due process?
	OTHER REQUIREMENTS
OR-8	28. Have you been provided with training opportunities directed toward helping you include/accommodate handicapped children into your service? ___Yes ___No Examples?
	What inservice needs do you have?
	GENERAL
	29. What are the strengths of the special education program in your LEA/SOP?
	30. What suggestions do you have for improvement of the special education program?

PRINCIPAL INTERVIEW FORM

Name _____ Date _____

LEA/SOP _____

School _____ MAP Team Member _____

	PUBLIC AWARENESS
PA-4	1. What special education services are available in your LEA/SOP?
	IDENTIFICATION/EVALUATION
I/E-4 I/E-9	2. What procedures are used in your school and LEA/SOP to identify exceptional children?
I/E-3	3. Did you receive a written copy of the LEA/SOP identification process? ___ Yes ___ No
I/E-5	4. What referral system is used in your LEA?
I/E-6	5. How can parents and students request a referral for evaluation?
I/E-7	6. Are you notified regarding the status or progress of your referrals? ___ Yes ___ No

I/E-8	7. Is the LEA referral system usable? ___ Yes ___ No If not, what changes would you recommend?
I/E-24	8. How are you informed of the results of various diagnostic evaluations for handicapped children?
I/E-12	9. Are you included in the evaluation process? ___Yes ___No
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	10. What procedures are used in your LEA/SOP for developing, implementing, and reviewing IEPs?
IEP-2	11. Who usually serves on the IEP team?
IEP-2	12. Who is the designated LEA representative on your IEP team?
IEP-2	13. Are you involved in IEP team meetings? ___ Yes ___ No
IEP-3	14. Do you have a chance to express your opinion about the proposed placement? ___ Yes ___ No
IEP-15	15. How are the evaluation results used in developing the child's education program?

17

PLACEMENT

P1-7 16. Are all needed special education and related services being provided to all handicapped children at no cost to parents? ___Yes ___No
If not, what would you recommend?

P1-4 17. Are students in special education housed in separate school facilities? ___Yes ___No
(Are students arbitrarily segregated?) ___Yes ___No

P1-4 18. Are special education facilities and services comparable to the regular education facilities and services in the district? ___Yes ___No

P1-5 19. Are the special education facilities for staff and students adequate with regard to:

a. space_____
b. ventilation_____
c. lighting_____
d. acoustics_____
e. appearance_____
f. maintenance_____
g. accessibility_____
h. lack of distractions_____
i. individual/group instruction space_____
j. electrical outlets_____
k. desks/chairs_____

If not, what changes would you recommend?

P1-6 20. Are special education children educated in the school which they would attend if not handicapped unless otherwise stated in the IEP? ___Yes ___No

P1-12 21. Do you know of any handicapped children who are not being served? ___Yes ___No

REEVALUATION

Re-2 22. What procedures are used in your LEA/SOP to review placement and IEPs of handicapped students?

Re-3	23. Do you participate in the review of placement and IEP process? ___ Yes ___ No
Re-4	24. How do you determine the academic and behavioral progress of special education students for the annual review of the IEP and placement?
	CONFIDENTIALITY
C-2	25. What is the LEA/SOP policy relating to confidentiality?
	DUE PROCESS
Due-2	26. What is the LEA/SOP policy relating to due process?
Due-11	27. How does your LEA/SOP encourage parent involvement in the special education program?
	OTHER REQUIREMENTS
OR-8	28. Have you been provided with training opportunities directed toward helping you include/accommodate handicapped children in your school? ___Yes ___No Examples?
	What inservice needs do you (or your school) have?
	GENERAL
	29. What are the strengths of the special education program in your LEA/SOP?
	30. What suggestions do you have for improvement of the special education program

SPECIAL EDUCATION TEACHER INTERVIEW FORM

Name _____ Date _____

LEA/SOP _____ School(s) _____

Areas of Exceptionality _____ MAP Team Member _____

	PUBLIC AWARENESS
PA-4	1. What special education services are available in your LEA/SOP?
PA-6	2. Do you feel that the community in general is aware of the special education programs in the LEA/SOP? ___ Yes ___ No
	IDENTIFICATION/EVALUATION
I/E-4	3. What are the identification procedures established by the LEA/SOP?
I/E-3	4. Did you receive a written copy of the LEA/SOP identification process? ___ Yes ___ No
I/E-7	5. Are you notified regarding the status or progress of your referrals? ___ Yes ___ No
I/E-8	6. Is the LEA/SOP referral system usable? ___ Yes ___ No If not, what changes would you recommend?
I/E-11	7. Do the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior? (Special note: for students suspected of having a specific learning disability, classroom observation and a written report must also be included.) ___Yes ___No

I/E-13
I/E-23

8. Who prepares the evaluation reports and/or interprets them for:

   a. medical findings_____
   b. educational history_____
   c. developmental history_____
   d. adaptive behavior_____
   e. psychological findings (psychometrics)_____
      (and for learning disabled:)
   f. classroom observations_____
   g. written report_____
   h. Are the required areas addressed in the evaluation?
      ___Yes ___No

I/E-21

9. Are procedures modified when testing the aptitude and achievement level of children with impaired sensory, manual, or speaking skills, or cultural differences?
   ___ Yes ___ No How?

I/E-17

10. Are appropriate assessment materials available to ensure nonbiased assessment? ___ Yes ___ No

I/E-20

11. Are tests and other evaluative materials validated and recommended by the producer for the specific purpose for which they are used? ___ Yes ___ No

I/E-24

12. How are you informed of the results of various diagnostic evaluations for handicapped children?

I/E-18

13. How is eligibility for special education placement determined?

I/E-12

14. Are you included in the evaluation process for children considered for special education placement? ___Yes ___No

	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	15. What procedures are used in your LEA/SOP for developing, implementing, and reviewing individualized education programs?
IEP-2	16. Do you attend the IEP team meeting? ___ Yes ___ No How are you involved?
IEP-3	17. Do you have an opportunity to express your opinion about the placement and IEP? ___ Yes ___ No
IEP-7	18. What has the LEA/SOP developed to assure that the scheduling of the IEP meeting is at a mutually agreed upon time and place for parents and school personnel?
IEP-15	19. How are the diagnostic evaluation results used in developing the child's individualized education program?
IEP-1	20. How soon after parents give approval for placement are children enrolled in special education programs?
	PLACEMENT
P1-7	21. In your opinion are all special education and related services being provided to all handicapped children at no cost to parents? ___Yes ___No If not, what would you recommend?

P1-8	22. Are handicapped children allowed to participate in programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education and nonacademic and extracurricular services and activities? ___ Yes ___ No If not, what would you recommend?
P1-9	23. Is physical education made available to every handicapped child in your LEA/SOP? ___ Yes ___ No
P1-10	24. If children are unable to participate in the regular program, are steps taken to insure that physical education provided to the child is comparable to services provided for nonhandicapped children? ___ Yes ___ No
P1-4	25. Are any students in special education housed in separate school facilities? ___Yes ___No (Are students arbitrarily segregated?) ___Yes ___No
P1-4	26. Are the special education facilities and services comparable to the regular education facilities and services in the district? ___Yes ___No
P1-5	27. Are the special education facilities adequate with regard to: space _____ ventilation _____ lighting _____ acoustics _____ appearance _____ maintenance _____ accessibility _____ lack of distractions _____ individual/group instructional space _____ electrical outlets _____ desks/chairs _____ appropriate areas for diagnostic activities _____ If no, give recommendations for changes.

P1-12	28. Do you know of any handicapped children who are not being served? ___Yes ___No
	REEVALUATION
Re-2	29. What procedures are used in your district for review of placement and IEP?
Re-3	30. Are you consulted in the review of placement and IEP process for your students? ___Yes ___No
Re-4	31. How do you determine the academic and behavioral progress of special education students for the annual review of the IEP and placement?
Re-5	32. How often does reevaluation for eligibility occur?
Re-7	33. Are you involved in review of placement before termination of special education programs and services? ___Yes ___No
	CONFIDENTIALITY
C-2	34. What is the LEA/SOP policy relating to confidentiality?
	DUE PROCESS
Due-2	35. What is the LEA/SOP policy relating to due process?
Due-11	36. How does your LEA/SOP encourage parent involvement?

OTHER REQUIREMENTS

OR-3 37. What is your pupil-teacher ratio?

OR-8 38. Have you been provided with training opportunities directed toward helping you include/accommodate handicapped children in your program? ___Yes ___No
Examples?

What inservice needs do you have?

GENERAL

39. What are the strengths of the special education program in your LEA/SOP?

40. What suggestions do you have for improvement of the special education program?

REGULAR CLASSROOM TEACHER INTERVIEW FORM

Name _____ Date _____

LEA _____ MAP Team Member _____

Number of Handicapped Students _____ Types of Handicapping Conditions _____

	PUBLIC AWARENESS
PA-4	1. Describe the special education services in your LEA.
PA-6	2. Do you feel that the community in general is aware of the special education program in the LEA? ___ Yes ___ No If not, what would you recommend?
	IDENTIFICATION/EVALUATION
I/E-4	3. Describe the identification procedures established by the LEA.
I/E-3	4. Did you receive a copy of the LEA identification process? ___ Yes ___ No
I/E-5	5. Describe the LEA system of referral for evaluation for possible placement in special education.

I/E-7	6. Are you notified regarding the status or progress of your referrals? ___ Yes ___ No
I/E-8	7. Is the LEA referral system usable? ___ Yes ___ No If not, what changes would you recommend?
I/E-24	8. How are you informed of the results of various diagnostic evaluations for handicapped children?
I/E-12	9. Are you included in the evaluation process for children considered for special education placement? ___Yes ___No (Note especially for the child suspected of learning disabilities.)
	INDIVIDUALIZED EDUCATION PROGRAM
IEP-14 IEP-16	10. What procedures are used in the LEA for developing, implementing, and reviewing education programs for the handicapped?
IEP-2	11. Are you involved in IEP development? ___ Yes ___ No
IEP-3	12. Do you have a chance to express your opinion about the proposed placement? ___ Yes ___ No
IEP-15	13. How are the evaluation results used in developing the child's education program?
IEP-1	14. How soon after parents give approval are children enrolled in special education programs?

	PLACEMENT
P1-7	15. Are all needed special education and related services (such as counseling, occupational therapy, medical, audiological services, etc.) being provided to all handicapped children at no cost to parents? ___Yes ___No If not, what would you recommend?
P1-8	16. Are handicapped children allowed to participate in programs and services available to nonhandicapped children including art, music, industrial arts, home economics, and vocational education, and nonacademic and extracurricular services and activities? ___ Yes ___ No If not, what do you recommend?
P1-9	17. Is physical education made available to every handicapped child in your class? ___ Yes ___ No
P1-4	18. Are special education facilities and services comparable to regular education facilities and services in the district? ___Yes ___No If not, what changes would you recommend?
P1-12	19. Do you know of any classified handicapped children who are not being served? ___ Yes ___ No
	REEVALUATION
Re-2	20. What procedures are used in your district for review of placement and IEPs?
Re-3	21. Are you consulted in the review of placement and IEP process for special education students participating in your classroom? ___ Yes ___ No

Re-4	22. How do you determine the academic and behavioral progress of special education students for the annual review of the IEP and placement?
Re-7	23. Are you involved in review of placements before termination of special education programs and services? ___ Yes ___ No
	CONFIDENTIALITY
C-2	24. What is the LEA policy relating to confidentiality?
	DUE PROCESS
Due-2	25. What is the LEA policy relating to due process?
	OTHER REQUIREMENTS
OR-8	26. Have you been provided with training opportunities directed toward helping you include/accommodate handicapped children in your class? ___Yes ___No Examples?
	What inservice needs do you have?
	GENERAL
	27. What are the strengths of the special education program in your LEA?
	28. What suggestions do you have for improvement of the special education program?

PARENT INTERVIEW FORM

Parent's Name _____ Date _____

LEA/SOP _____ MAP Team Member _____

PUBLIC AWARENESS

PA-5 1. What are the special education opportunities in your LEA/SOP?

PA-6 2. Do you feel that the community in general is aware of the special education program in the LEA/SOP?
___Yes ___No

IDENTIFICATION/EVALUATION

I/E-6 3. How did you or how can other parents request a referral for evaluation of their child?

I/E-7 4. Were you notified regarding the status or progress of your referral? ___Yes ___No

I/E-29 5. Were you informed of the types of tests to be used with your child and their purposes and did you give written permission for your child to be tested? ___Yes ___No

I/E-24 6. Were you informed of the results of the evaluation?
___Yes ___No

How?
___phone
___meeting at school
___letter
___school personnel visiting home
___child evaluation conference
___other_____

Were you informed of your right to obtain and use an independent educational evaluation of your child?
___Yes ___No

Are you aware that under certain circumstances you have the right to an independent educational evaluation of your choice at no cost to you?
___Yes ___No

IEP-2 IEP-14 IEP-16	7. Were you asked to attend the Individualized Education Program (IEP) meeting held at the school when they were considering special education for your child? ___ Yes ___ No How were you involved?
IEP-3	8. Did you have a chance to express your opinion about the placement and IEP? ___ Yes ___ No
IEP-8	9. Did you receive a written notice before your child's IEP conference? ___ Yes ___ No
IEP-9	10. Were you informed of your rights as a parent at the placement and IEP conference? ___ Yes ___ No
IEP-15	11. How were the evaluation results used in developing your child's Individualized Education Program?
	PLACEMENT
P1-7	12. Are all needed special education and related services being provided to your child at no cost to you? ___Yes ___No If no, what would you recommend?
P1-11	13. Did you give written permission for your child's placement? ___Yes ___No
P1-8	14. Is your child allowed to participate in programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education, and nonacademic and extracurricular services and activities? ___Yes ___No If not, what would you recommend?
P1-9	15. Is physical education made available to your child? ___ Yes ___ No
P1-10	16. If your child is unable to participate in the regular program, are steps taken to insure that physical education provided to him/her is comparable to services provided to nonhandicapped children? ___ Yes ___ No

P1-12	17. Do you know of any handicapped children who are not being served? ___ Yes ___ No
	REEVALUATION
Re-2 IEP-14 IEP-16	18. What procedures are used to review the placement and IEP for your child?
Re-3	19. Were you consulted in the review of placement and IEP for your child? ___ Yes ___ No
Re-4	20. How do you determine the academic and behavioral progress of your child who is receiving special education services for the annual review of the IEP and placement?
	CONFIDENTIALITY
C-2	21. Were you informed of your rights related to confidentiality of your child's education records? ___Yes ___No Are you aware that you have a right: to know the types and locations of your child's records? ___Yes ___No to view (and obtain copies of) your child's records? ___Yes ___No to have the records interpreted to you? ___Yes ___No to challenge information contained in your child's records? ___Yes ___No to permit disclosure of information to persons other than officials of participating agencies collecting or using the information only through your written permission? ___ Yes ___No to be informed of who has had access to your child's educational records and for what purpose? ___Yes ___No

DUE PROCESS

Due-2 22. Were you informed of the options that are available to you if you disagree with the school's evaluation, placement or nonplacement of your child? ___Yes ___No Please explain.

Due-11 23. How does your LEA/SOP encourage parent involvement in the special education program?

Due-6 Due-11 24. Were you consulted regarding what language would be used in your interaction with the district? ___Yes ___No Were allowances made? ___Yes ___No

OTHER REQUIREMENTS

OR-8 25. Have you been provided with training opportunities directed toward helping you access appropriate special education and related services for your handicapped child? ___Yes ___No Examples?

What training needs do you have?

GENERAL

26. What are the strengths of the special education program in your district?

27. What suggestions do you have for improvement of the special education program?

APPENDIX C

SUMMARY FORMS

Code	
PA	Public Awareness
I/E	Identification/Evaluation
IEP	Individualized Education Program
Pl	Placement
Re	Reevaluation
OSP	Out-of-School Placement
C	Confidentiality
Due	Due Process
OR	Other Requirements

Note: Questions are keyed back to appropriate Document Checklists (Appendix A) and Structured Interviews (Appendix B).

PUBLIC AWARENESS SUMMARY

PA

		Yes	No
DPC-1	1. Does the LEA/SOP have documentation/examples of its efforts to create public awareness of special education opportunities? Comments:		
DPC-2	2. Is the LEA/SOP's Child Find system formalized? Comments:		
DPC-3	3. Does the LEA/SOP have procedures for making an appropriate program available to all handicapped children? Comments:		
DP-1 Pr-1 SET-1 RCT-1	4. Are staff members aware of the special education services within their LEA/SOP? Comments:		
Pa-1	5. Are parents aware of special education services within their LEA/SOP? Comments:		

		Yes	No
SET-2 RCT-2 Pa-2	6. According to the teachers and parents, is the community, in general, aware of special education services? Comments:		
DPC-4	7. Is the information regarding the rights of handicapped children made available in a language and in phrases which will be understandable regardless of ethnic, linguistic, or cultural background? Comments:		

IDENTIFICATION/EVALUATION SUMMARY

		Yes	No
DPC-5 SEAd-1	1. Has the LEA/SOP established written procedures for identifying exceptional children who require special education? Comments:		
DPC-6	2. Has the LEA/SOP established a plan to adhere to the timeline requirement for the free, appropriate, public education of all handicapped children? Comments:		
SEAd-2 DP-3 Pr-3 SET-4 RCT-4	3. Has the LEA/SOP policy been disseminated to staff? Comments:		
DP-2 Pr-2 SET-3 RCT-3	4. Are staff members aware of the identification procedures established by the LEA/SOP? Comments:		
DP-4 Pr-4 RCT-5	5. Are staff members aware of the LEA/SOP referral system? Comments:		

		Yes	No
SEAd-3 Pr-5 Pa-3	6. May parents, guardians, and students request a referral for evaluation? Comments:		
DP-5 Pr-6 SET-5 RCT-6 Pa-4	7. Have the persons making the referral been notified regarding the status or progress of the referral? Comments:		
DP-6 Pr-7 SET-6 RCT-7	8. Do staff members find the LEA/SOP referral system usable? Comments: (list alternative services identified)		
DPC-5 Pr-2	9. Are the names of children with a possible handicap submitted to the administrator for referral for evaluation or other appropriate services? Comments:		

		Yes	No
SEAd-4	10. Are vision and hearing screening activities conducted? Comments:		
DPC-7 SEAd-5 DP-7 SET-7	11. Do the identification procedures include academic progress; visual, hearing, communication, behavioral, psychomotor problems; and adaptive behavior? (Special note: for students suspected of having specific learning disability, classroom observation and a written report must also be included.) Comments:		
DPC-11 DP-16 Pr-9 SET-14 RCT-9	12. Is a policy regarding a multidisciplinary approach to assessment being implemented? Comments:		
DP-8 SET-8	13. According to staff, are all required evaluation components conducted during the evaluation process? Comments:		
DPC-8	14. Does the LEA/SOP provide appropriate diagnostic personnel for special education programs? Comments:		

		Yes	No
DPC-9 PRC-5 SEAd-6 DP-9	15. Are all evaluations conducted by appropriately certificated or licensed personnel? Comments:		
SEAd-7 DP-10	16. Do appropriate LEA/SOP diagnostic personnel review and approve or supplement evaluations conducted by professionals outside the educational system? Comments:		
DPC-10 DP-13 SET-10	17. Does the LEA/SOP ensure nonbiased assessment of children? Comments:		
PRC-7 SEAd-8 DP-15 SET-13	18. Is eligibility for special education placement determined among those persons involved in the child study/evaluation team conference? Comments:		
DPC-12	19. Is each child identified according to State Standards for the Administration of Special Education Programs? Comments:		

		Yes	No
DP-14 SET-11	20. Have tests and other evaluation materials been validated for the specific purpose for which they are used and are they recommended by their producer for that purpose? Comments:		
DP-12 SET-9	21. In test selection and administration, if a test is administered to a child with impaired sensory, manual, or speaking skills, do the test results accurately reflect the child's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure)? Comments:		
PRC-6	22. Are appropriate evaluation procedures followed for children whose primary language is other than English? Comments:		
DP-8 SET-8	23. Has an adaptive behavior assessment been conducted and documented? Comments:		

		Yes	No
DP-11 Pr-8 SET-12 RCT-8 Pa-6	24. Are appropriate personnel informed of the results of the evaluation? Comments:		
PRC-1	25. Is the documentation of proper identification procedures utilized and the date(s) and the results of these procedures maintained in the child's folder? Comments:		
PRC-2	26. Is the primary language of the home and the child determined and noted on the pupil record? Comments:		
PRC-3	27. Is all communication in the primary language of the home if other than English? Comments:		
PRC-8	28. Is there evidence that parents are notified prior to any conferences regarding identification evaluation? Comments:		

		Yes	No
PRC-4 Pa-5	29. Is informed written consent of the parent or guardian obtained prior to the evaluation? Comments:		

INDIVIDUALIZED EDUCATION PROGRAM SUMMARY

IEP

		Yes	No
DPC-13 PRC-16 SET-20 RCT-14	1. Is an individualized education program developed for every handicapped child within 30 days after the determination of eligibility for special education?		
DPC-14 PRC-9 SEAd-9 DP-18 Pr-11, 12, 13 SET-16 RCT-11 Pa-7	2. Doe the IEP team meeting include a representative of the LEA, the child's teacher(s), one or both parents, where appropriate, the child, and others as needed? Comments:		
DP-19 Pr-14 SET-17 RCT-12 Pa-8	3. Are persons attending IEP conferences given an opportunity to express their opinion concerning the proposed placement? Comments:		
DPC-15 PRC-17	4. Are all required components included in the individualized education program? Comments:		
DPC-16 PRC-17	5. Does the IEP include a list of the individuals who are responsible for implementation of the individualized education program? Comments:		

		Yes	No
SEAd-14	6. In selecting the least restrictive environment, is consideration given to any potentially harmful effect on the child or on the quality of services which he/she needs? Comments:		
DPC-17 SEAd-10 SET-18	7. Has the LEA/SOP taken steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate in the IEP meeting (including scheduling the meeting at a mutually agreed upon time and place)? Comments:		
PRC-10 Pa-9	8. Is written notice sent to the home prior to any IEP conference? Comments:		
DPC-18 PRC-11 Pa-10	9. Are parents or guardians informed of their rights at the IEP conference? Comments:		

		Yes	No
DPC-19 PRC-12 SEAd-11	10. Has the LEA/SOP taken whatever action is necessary to insure that the parent understands the proceedings at an IEP meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English? Comments:		
DPC-20 PRC-13 SEAd-12	11. If the LEA/SOP is unable to convince the parents that they should attend the meeting, does the district have a record of its attempts to arrange a mutually agreed upon time and place? Comments:		
PRC-14	12. Has written indication from the parents been obtained when they do not wish to participate in the IEP conference? Comments:		
DPC-21 PRC-15 SEAd-13	13. If neither parent can attend the meeting, has the district used other methods to insure parent participation, including individual or conference telephone calls? Comments:		

		Yes	No
DP-17 Pr-10 SET-15 RCT-10 Pa-7, 18	14. Are staff members aware of procedures for developing, implementing, and reviewing the IEP? Comments:		
PRC-18 SEAd-15 DP-20 Pr-15 SET-19 RCT-13 Pa-11	15. Are IEPs developed based on identified needs and evaluation results? Comments:		
DPC-22 PRC-24 DP-17 Pr-10 SET-15 RCT-10 Pa-7, 18	16. Are LEA/SOP procedures for development, implementation, and review of IEPs in compliance with state and federal regulations? Comments:		

PLACEMENT SUMMARY

P1

		Yes	No
DPC-23 SEAd-17	1. Does LEA/SOP place students in programs based on assessed needs and not solely on available placement options? Comments:		
SEAd-18	2. To the extent necessary to implement an individualized education program for each handicapped child, has the LEA/SOP made provisions for all of the various alternative placements? Comments:		
SEAd-19	3. Are handicapped children educated in the regular class unless the nature or severity of the handicap is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily? Comments:		
SEAd-20, 21 Pr-17, 18 SET-25, 26 RCT-18	4. If students in special education are housed separately from regular school facilities, are these facilities and services comparable to the regular education facilities and services in the district? (Note: Ascertain if students are arbitrarily segregated.) Comments:		
DP-21 Pr-19 SET-27	5. Are all district facilities for staff and students adequate for providing services to the special education student? Comments:		

		Yes	No
SEAd-22 Pr-20	6. Unless a handicapped child's individualized education program requires some other arrangement, is the child educated in the school which he/she would attend if not handicapped? Comments:		
DPC-24 SEAd-16 DP-22 Pr-16 SET-21 RCT-15 Pa-12	7. Are all needed special education and related services being provided to all handicapped children at no cost to parents? Comments:		
SEAd-23 SET-22 RCT-16 Pa-14	8. Is the LEA/SOP taking steps to insure that handicapped children have available to them the variety of programs and services available to nonhandicapped children including art, music, industrial arts, home economics, vocational education, nonacademic, and extracurricular services and activities? Comments:		
SEAd-24 SET-23 RCT-17 Pa-15	9. Is physical education made available to every handicapped child receiving a free appropriate public education? Comments:		

		Yes	No
SEAd-25 SET-24 Pa-16	10. Has the LEA/SOP responsible for the education of a handicapped child who is enrolled in a separate facility, or who is unable to participate in the regular physical education program, taken steps to insure the physical education provided to the child is comparable to services provided to nonhandicapped children? Comments:		
PRC-19 Pa-13	11. Is there written parental approval for all children who are placed or continued in a special education program? Comments:		
DPC-24 SEAd-26 DP-23 Pr-21 SET-28 RCT-19 Pa-17	12. Are all handicapped children being served? Comments:		

REEVALUATION SUMMARY

Re

		Yes	No
DPC-25 PRC-20	1. Are the placement and IEP of each special education child reviewed at least once every year? Comments:		
SEAd-27 DP-24 Pr-22 SET-29 RCT-20 Pa-18	2. Are staff members and parents aware of district review of placement procedures? Comments:		
Pr-23 SET-30 RCT-21 Pa-19	3. Are parents and staff members who are involved with the student consulted in the review of placement process? Comments:		
Pr-24 SET-31 RCT-22 Pa-20	4. Are academic and behavioral progress of handicapped children considered in the annual review of the IEP and placement? Comments:		
DPC-26 PRC-21 SEAd-28 DP-25 SET-32	5. Is an evaluation for classification conducted every three years or more frequently if conditions warrant or at the request of teachers or parents? Comments:		

		Yes	No
PRC-22	6. Is there a formal review using the IEP prior to continuation or change in special education placement? Comments:		
PRC-23 SEAd-29 SET-33 RCT-23	7. Is there a complete review of a child's educational status prior to termination of special education programs and services?		

OUT-OF-SCHOOL PLACEMENT SUMMARY

OSP

		Yes	No
DPC-27	1. When a private school/ SOP is recommended for a child's placement, does the LEA maintain ultimate responsibility for delivery of service? Comments:		
SEAd-30	2. Has the LEA established procedures for reviewing the educational progress of students attending the private school program or SOP? Comments:		
DPC-28 SEAd-31	3. Does the LEA have a procedure for including private school or SOP personnel in the placement, IEP, and review of placement meetings? Comments:		
DPC-28 SEAd-32	4. Have procedures been established for returning students in private school/SOP programs to the public school program? Comments:		
DPC-29 SEAd-33	5. Does the LEA appropriately identify and serve handicapped students placed by their parents in private schools? Comments:		

CONFIDENTIALITY SUMMARY

C

		Yes	No
DPC-30	1. Has the LEA/SOP established policies and procedures concerning confidentiality and access to student records? Comments:		
SEAd-34 DP-26 Pr-25 SET-34 RCT-24 Pa-21	2. Has the LEA/SOP disseminated a policy relating to confidentiality? Comments:		
DPC-31	3. Are the parents of a handicapped child afforded an opportunity to examine all records with respect to the identification, evaluation, and educational placement of the child and the provision of a free, appropriate public education to the child? Comments:		
DPC-32	4. Does the LEA/SOP protect the confidentiality of information at collection, storage, disclosure, and destruction stages? Comments:		

		Yes	No
DPC-33	5. Does one official at each LEA/SOP assume responsibility for insuring the confidentiality of any personally identifiable information? Comments:		
DPC-34	6. Is parental consent obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information? Comments:		
DPC-35	7. Does the LEA/SOP keep a record of parties obtaining access to information collected, maintained, or used (except access by parents and authorized employees of the district) including the name of the party, the date access was given, and the purpose for which the party is authorized to use the information? Comments:		
DPC-36	8. Does the LEA/SOP maintain for public inspection, a current listing of the names of those employees within the district who may have access to personally identifiable information? Comments:		

		Yes	No
DPC-37	9. Have persons collecting or using personally identifiable information received training or instruction regarding the district's policies and procedures? Comments:		
DPC-38	10. Is all personally identifiable information collected, maintained, or used destroyed after the information is no longer needed to provide educational services to the child excepting a permanent record of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed? Comments:		
DPC-39	11. Before destruction of data, have reasonable efforts been made to notify parents that they have the right to a copy of any information which has been collected, maintained, or used? Comments:		

DUE PROCESS SUMMARY

Due

		Yes	No
DPC-40	1. Has the LEA/SOP established due process policies and procedures? Comments:		
SEAd-35 DP-27 Pr-26 SET-35 RCT-25 Pa-22	2. Has the LEA/SOP disseminated a policy relating to due process? Comments:		
DPC-41	3. Has written notice been given to the parents of a handicapped child a reasonable time before the district (1) proposes to initiate or change the identification, evaluation, or educational placement of the child or the free, appropriate public education provided to the child; (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the free, appropriate public education provided to the child? Comments:		
DPC-42	4. Does the notice sent to parents include: a. A full explanation of all of the procedural safeguards available to the parents, including procedures concerning due process hearings?		
	b. A description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reasons why those options were rejected?		

		Due	Yes	No
	4. (continued) c. A description of each evaluation procedure, test, record, or report the agency used as a basis for the proposal or refusal? d. A description of any other factors which are relevant to the agency's proposal or refusal? Comments: (identify missing components)			
DPC-43	5. Is the notice written in language understandable to the general public? Comments:			
PRC-3 Pa-24	6. Is all communication in the primary language of the home if other than English? Comments:			
DPC-44	7. Has the LEA established policies and procedures concerning impartial due process hearings? Comments:			

Due

		Yes	No
DPC-45	8. If a hearing has been conducted by the district, was the hearing officer: a. Not an employee of the state or local education agency which is involved in the education or care of the child? b. Not a person having a personal or professional interest which would conflict with his/her objectivity in the hearing? Comments:		
DPC-46	9. During the pendancy of any administrative or judicial proceeding regarding a complaint, unless the LEA/SOP and the parents of the child agree otherwise, has the child remained in his/her present educational placement? Comments:		
DPC-47	10. If the complaint involves an application for initial admission to public school, with the consent of the parents, has the child been placed in the public school program until the completion of all of the proceedings? Comments:		
DPC-48 SEAd-36 Pr-27 SET-36 Pa-23, 24	11. Does the LEA/SOP encourage parent involvement (including making allowances for language differences)? Comments:		

OTHER REQUIREMENTS SUMMARY

OR

		Yes	No
DPC-49	1. Do the prevalence percentages for each handicapping condition in the LEA approximate expected national averages? Comments:		
DPC-50 SEAd-37	2. Does the LEA/SOP have a policy with regard to allowable pupil-teacher ratios for provision of special education services? Comments:		
SET-37	3. Is the LEA/SOP pupil-teacher ratio being implemented? Comments:		
DPC-51	4. Do all personnel providing special education programs or services hold certification and other endorsements appropriate to present assignments as established by the State Department of Education? Comments:		

OR

		Yes	No
DPC-52	5. Does the LEA/SOP have a current Annual Program Plan on file in the district and the State Department of Education office? Comments:		
DPC-53 SEAd-38	6. Does the LEA/SOP utilize special education programs in accordance with their legal, intended purpose? Comments:		
DPC-54, 55, 56 SEAd-39	7. Do the program, financial, and statistical reports of the LEA/SOP correlate with actual program operation? Comments:		
DPC-57 SEAd-40 DP-28 Pr-28 SET-38 RCT-26 Pa-25	8. Does the LEA/SOP have in writing a system to implement the Comprehensive Personnel Development Plan of the Division of Special Education? Comments:		

OR

	Yes	No
Examples of training:		
SEAd		
DP		
Pr		
SET		
RCT		
Pa		
Inservice needs expressed by those interviewed:		
SEAd		
DP		
Pr		
SET		
RCT		
Pa		

APPENDIX D

FINAL/INTERIM REPORT

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MONITORING ADMINISTRATIVE PROCEDURES (MAP)

REPORT

___Interim
___Final

LEA/SOP_____

The special education program at _____LEA/SOP was monitored on _____, _____. The purpose of this visit was to determine compliance with state and federal laws relating to special education and to offer suggestions for program improvement.

The following activities were reported on during the ___-day visit:

The following persons served as monitors during the ___-day visit:

I. LEA/SOP PROGRAM DESCRIPTION

A. Available Services

	Part-Time Placement	Full-Time Placement	Total	% of District Enrollment
Aurally Handicapped				
Visually Handicapped				
Physically Handicapped				
Speech Handicapped				
Mentally Handicapped				
Educationally Handicapped including appropriate subemphasis when related to emotional disturbance				
Multiple Handicapped including appropriate subemphasis for each of the handicapping conditions				
Academically talented				
Learning disabled				
Total				

Total Handicapped	
Total Enrolled	
Total Percentage of District Enrollment	

B. Staff Certification

C. LEA/SOP Procedures for Identification and Placement

The following procedures were described by the LEA/SOP administrator responsible for special education:

Public Awareness:

Identification:

Referral:

Evaluation:

Placement:

Review of Placement:

II. STRENGTHS

The MAP team noted many strengths. The following are strengths listed as outstanding for this district:

III. SUGGESTIONS FOR PROGRAM IMPROVEMENT

The following information was based upon staff interviews and observations of monitors. The LEA/SOP is not required to implement these suggestions, but is encouraged to carefully review them and determine which are appropriate to identified needs. This section *does not* include information concerning compliance with state and federal regulations.

IV. PERSONNEL DEVELOPMENT NEEDS

The following suggestions for inservice training come from the MAP interviews with parents, special education teachers, regular class teachers, administrators, and support staff in your LEA/SOP:

Inservice in the following areas:

V. COMPLIANCE WITH STATE AND FEDERAL REGULATIONS

The MAP monitoring process includes a determination of LEA/SOP compliance with state and federal special education regulations. This is accomplished through an analysis of policies, a review of pupil records, and interviews with staff and parents in your LEA/SOP. The following table lists noncompliance findings, references the state or federal regulations, and gives recommended action. Your LEA/SOP is required to negotiate an Action Plan describing corrective action to be taken for each finding listed below.

FINDING	REGULATION	RECOMMENDED ACTION
1.		
2.		
3.		
4.		
5.		

APPENDIX E

NEGOTIATED ACTION PLAN

NEGOTIATED ACTION PLAN

LEA/SOP _____

LEA/SOP Contact Person _____

State Contact Person _____

If Action Plan calls for technical assistance, fill out attached form.

Noncompliance Item	Remediation Strategy	Timeline

TECHNICAL ASSISTANCE STRATEGY

LEA/SOP _____ Date _____

LEA/SOP Contact Person _____

State Contact Person _____

List technical assistance needed in order to implement suggestions given in your MAP Final Report. This form is to be attached to your Action Plan.

Technical Assistance Need (Relate to noncompliance item)	Possible Dates	Source of Assistance		
		NDE	LEA Staff	Other - Specify